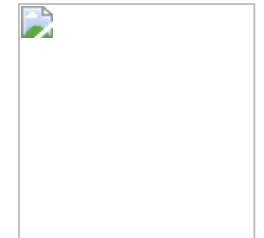


# PSED Early Years Foundation Stage

Curriculum map





# 1. Philosophy

## Six underlying attributes at the heart of Oak's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is **sequenced** and mapped in a **coherent** format so that pupils make meaningful connections.

Our **flexible** curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is **evidence informed** through rigorous application of best practice and the science of learning.

We prioritise creating a **diverse** curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an **accessible** curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.



## 2. Units



**EYFSTAGE PSED is formed of 8 units and this is the recommended sequence:**

<b>Unit Title</b>	<b>Recommended year group</b>	<b>Number of lessons</b>
<b>1 New beginnings</b>	<b>Reception</b>	<b>5</b>
<b>2 Staying safe</b>	<b>Reception</b>	<b>4</b>
<b>3 Squeaky clean</b>	<b>Reception</b>	<b>6</b>
<b>4 Circle of love</b>	<b>Reception</b>	<b>3</b>
<b>5 Circle of trust</b>	<b>Reception</b>	<b>3</b>
<b>6 Circle of life</b>	<b>Reception</b>	<b>4</b>
<b>7 Same and different</b>	<b>Reception</b>	<b>7</b>
<b>8 A New Normal</b>	<b>Reception</b>	<b>6</b>



# 3. Lessons

## Unit 1 New beginnings

5 Lessons

Lesson  
number

Lesson question

About the lesson

1.

Starting school

Pupils will learn

- By the end of this lesson, children will be able to positively manage their feelings when they start school and will paint different coloured faces to show emotions.

**Essential additional subject-specific information**

- Objective: to know that feelings change in different environments.

2.

Following Rules

Pupils will learn

- By the end of this lesson, children will be able to understand that good behaviour means following rules. They will orally promise how to follow the rules and share a game.

**Essential additional subject-specific information**

- Objective: to know the importance of following rules.

### **3. I give what I expect in return**

#### **Pupils will learn**

- By the end of this lesson, children will create a sequence of gestures to show respect and kindness.

#### **Essential additional subject-specific information**

- Objective: to know how to be kind and show respect to others.
- 

### **4. I love you for you**

#### **Pupils will learn**

- By the end of this lesson, children will understand the features of a good friendship and will create a friendship bracelet identifying a friend's positive characteristics

#### **Essential additional subject-specific information**

- Objective: to know what makes a good friend.
- 

### **5. A problem shared is a problem halved**

#### **Pupils will learn**

- By the end of this lesson, children will be able to learn different ways to resolve minor conflicts

#### **Essential additional subject-specific information**

- Objective: to know how to solve a problem with friends.
- 





Lesson number	Lesson question	About the lesson
1.	D is for Danger	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• By the end of this lesson, children will have an understanding of bad online material and will know what to do when they view something bad online.</li></ul> <p><b>Essential additional subject-specific information</b></p> <ul style="list-style-type: none"><li>• Objective: to know that there are dangers online.</li></ul>
2.	Make my home my castle	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• By the end of this lesson, children will be able to recognise dangers in the home and why. They will create a poster of items to stay away from in the house</li></ul> <p><b>Essential additional subject-specific information</b></p> <ul style="list-style-type: none"><li>• Objective: to know that there are dangers in the home.</li></ul>

### 3. Fire Burns!

#### Pupils will learn

- By the end of this lesson, children will be able to understand dangers around fires and fireworks. They will create a visual of how to keep safe around fire.

#### Essential additional subject-specific information

- Objective: to be aware of dangers around fire.
- 

### 4. Stop Look Listen!

#### Pupils will learn

- By the end of this lesson, children will be able to have an understanding of how to keep safe outdoors. They will create a model of the environment and things you need to stay away from (beach, canal, pond, train).

#### Essential additional subject-specific information

- Objective: to recognise that there are dangers when playing outdoors.
- 



## Unit 3 Squeaky clean

6 Lessons



Lesson  
number

Lesson question

About the lesson

1.

**Squeaky clean**

**Pupils will learn**

- By the end of this lesson, children will be able to explain why it's important to wear clean clothes and will create a visual of dirty and clean clothes.

**Essential additional subject-specific information**

- Objective: to understand the need to wear clean clothes.

2.

**Singing a song of soap**

**Pupils will learn**

- By the end of this lesson, children will be able to understand the importance of keeping your body clean. They will learn a song that will remind them of the steps to take.

**Essential additional subject-specific information**

- Objective: to know the need to keep your body clean.



### 3. Hidden germs

#### Pupils will learn

- By the end of this lesson, children will be able to: - recognise there are some germs that are hidden -know where to find the hidden germs -follow instructions on keeping themselves clean

#### Essential additional subject-specific information

- Objective: to show an awareness of hidden germs.



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### 4. Brush your teeth

#### Pupils will learn

- By the end of this lesson, children will know about good oral hygiene and will create a timer to use for brushing.

#### Essential additional subject-specific information

- Objective: to learn about the importance of brushing your teeth.

---

### 5. Flush and wash

#### Pupils will learn

- By the end of this lesson, children will know how to stay clean when visiting the toilet and will create a visual prompt.

#### Essential additional subject-specific information

- Objective: to learn the steps of staying clean when going to the toilet.
-

## 6.

### Germ invasion

#### Pupils will learn

- For the end of the term, pupils will reflect on all that they're grateful for.

#### Essential additional subject-specific information

- Objective: to recognise all the things that we are grateful for.
- 





Lesson number	Lesson question	About the lesson
1.	Who is in my family?	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• By the end of this lesson, children will be able to identify members of their family and create a family tree.</li></ul> <p><b>Essential additional subject-specific information</b></p> <ul style="list-style-type: none"><li>• Objective: to identify the people in their family.</li></ul>
2.	Different families	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• By the end of this lesson, children will be able to identify different types of families including extended families and new additions. They will create a hamper to share with the new addition in your home.</li></ul> <p><b>Essential additional subject-specific information</b></p> <ul style="list-style-type: none"><li>• Objective: to identify different types of families (only extended and new additions).</li></ul>

### 3.

## Love for pets

### Pupils will learn

- By the end of this lesson, children will understand that pets are part of the family and are loved very much. They will design and create a toy for a pet.

### Essential additional subject-specific information

- Objective: to understand that animals need love too.
- 





Lesson  
number

Lesson question

About the lesson

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### 1. My caring community

**Pupils will learn**

- By the end of this lesson, children will be able to identify different communities they belong to. They will draw a picture of themselves belonging to different communities.

**Essential additional subject-specific information**

- Objective: to know that they are part of a community.
- 

### 2. Community heroes

**Pupils will learn**

- By the end of this lesson, children will be able to identify the role of community heroes. They will list and talk about the community heroes.

**Essential additional subject-specific information**

- Objective: to identify the heroes in the community.
-

### 3.

## Wider world

### Pupils will learn

- By the end of this lesson, children will be able to identify how they are part of the wider community to help develop a sense of belonging.

### Essential additional subject-specific information

- Objective: to know that they play a role in the wider community.
- 





Lesson number	Lesson question	About the lesson
1.	My growing journey	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• By the end of this lesson, children will be able to recognise the different stages a human goes through when growing into an adult. They will be able to label and explain the different stages of growth in humans.</li></ul> <p><b>Essential additional subject-specific information</b></p> <ul style="list-style-type: none"><li>• Objective: to know that all humans grow into adulthood.</li></ul>
2.	Let's roll with the changes	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• By the end of this lesson, children will know that people's bodies change with age. They will be able to identify the different changes of the human body.</li></ul> <p><b>Essential additional subject-specific information</b></p> <ul style="list-style-type: none"><li>• Objective: to recognise the changes that growth brings on the human body.</li></ul>

### 3. The circle of life

#### Pupils will learn

- By the end of this lesson, children will have a better understanding of loss and how to deal with it.

#### Essential additional subject-specific information

- Objective: to know that all living things cannot live forever.

#### Content guidance

- Contains conflict or violence.
- 

### 4. I'll always be with you

#### Pupils will learn

- By the end of this lesson, children will understand that when people leave, they are still loved by them. They will write a message in a balloon.

#### Essential additional subject-specific information

- Objective: to understand the different reasons our loved ones leave.

#### Content guidance

- Contains conflict or violence.
- 





# Unit 7 Same and different

## 7 Lessons



Lesson  
number

Lesson question

About the lesson

**1.**

**The human race**

**Pupils will learn**

- By the end of this lesson, children will have a wider understanding of different races in the world. They will sing a song to celebrate how we are the same.

**Essential additional subject-specific information**

- Objective: to understand we all look different.

**2.**

**Festival fun**

**Pupils will learn**

- By the end of this lesson, children will know a variety of festivals celebrated around the world. They will create a celebratory card for a festival.

**Essential additional subject-specific information**

- Objective: to learn about different festivals.

### 3. Dress to impress

#### Pupils will learn

- By the end of this lesson, children will know about different clothing from around the world. They will use different clothing from the house and dress like somebody from another country.

#### Essential additional subject-specific information

- Objective: to understand that people dress differently.
- 

### 4. Languages of the world

#### Pupils will learn

- By the end of this lesson, children will know some phrases from a different language. They will be able to say and remember them.

#### Essential additional subject-specific information

- Objective: to know that there are different spoken languages from around the world.
- 

### 5. Food across the globe

#### Pupils will learn

- By the end of this lesson, children will be able to recognise different types of foods and follow a recipe to create a new dish.

#### Essential additional subject-specific information

- Objective: to explore different foods from around the world.
- 



## 6. Home is where the heart is

### Pupils will learn

- By the end of this lesson, children will know and name different types of homes and will create a model of a home.

### Essential additional subject-specific information

- Objective: to recognise different types of homes.
- 

## 7. Religion is hope

### Pupils will learn

- By the end of this lesson, children will be able to recognise the four major religions of the world and create a symbol that encompasses all four religions.

### Essential additional subject-specific information

- Objective: to understand the different religions from around the world.
- 





Lesson number	Lesson question	About the lesson
1.	Healthy Hugs	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• By the end of the lesson, pupils will share a positive message using gestures.</li></ul> <p><b>Essential additional subject-specific information</b></p> <ul style="list-style-type: none"><li>• Objective: to communicate feelings.</li></ul>
2.	We're part of the same pond	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• By the end of the lesson, pupils will create their own safety spot using a lily pad.</li></ul> <p><b>Essential additional subject-specific information</b></p> <ul style="list-style-type: none"><li>• Objective: to understand the importance of social distancing during COVID-19.</li></ul>

### 3. Glitter germs

#### Pupils will learn

- By the end of the lesson, pupils will create a visual of the 'before' and 'after' of their uniform after attending school.

#### Essential additional subject-specific information

- Objective: to understand the importance of keeping our clothes clean.



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### 4. Games apart

#### Pupils will learn

- By the end of the lesson, pupils will play some safe playground games ensuring the rules are understood and followed.

#### Essential additional subject-specific information

- Objective: to explore safe playground games.

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### 5. Lockdown heroes

#### Pupils will learn

- By the end of the lesson, pupils will create a hamper for our delivery drivers.

#### Essential additional subject-specific information

- Objective: to recognize all the heroes that have helped us in our new reality.
-

## 6. Super juice

### Pupils will learn

- By the end of the lesson, pupils will make a healthy drink.

### Essential additional subject-specific information

- Objective: to understand the benefits of a healthy diet.
- 



# 4. Learn More



## Contents

### Section number

### Section contents

1.	Introduction to Oak's RHE (PSHE) curriculum
2.	Coherence and flexibility
3.	Interdisciplinary
4.	Knowledge organisation
5.	Knowledge selection
6.	Inclusive and ambitious
7.	Building thinking ratio
8.	Motivation through learning
9.	A curriculum of quality
10.	Safe navigation through the curriculum

11.

Unit prior knowledge requirements



11.

Themes across the curriculum

## **1. Introduction to Oak's PSED curriculum**

Personal, social and emotional development (PSED) helps pupils stay healthy and safe and gives them the personal and social knowledge and skills they need to negotiate life's challenges, opportunities, and risks. The knowledge, skills and attributes taught within the PSED curriculum have a positive impact in improving emotional wellbeing, academic attainment, and preparation for adulthood. There has never been a greater need for this given the impact of the COVID-19 pandemic across the globe. A broad and balanced provision is offered here which teachers can use according to pupils' needs.

## **2. Coherence and flexibility**

There is a balance between coherence with calendared events such as E-Safety Week with the flexibility of being able to use some units in line with existing school plans, depending on individual needs. Topics build year-on-year with increasing complexity and depth. All units are designed to be age and stage appropriate.

## **3. Interdisciplinary**

The PSED curriculum is interdisciplinary and versatile where key literacy and numeracy skills are interwoven into all planning. It ensures that irrespective of the order of units, pupils will develop subject specific knowledge and skills as they work through the content. The delivery of the lessons and units proposed in this programme will support pupils as they transition back into school life following a prolonged period out of school in the first half of 2020.

## **4. Knowledge organisation**

The curriculum for PSED is organised by themes and topics. These include:

- Physical Health
- Mental Wellbeing





- Growing and Changing
- Keeping Safe;
- Families and Friendships
- Safe Relationships
- Respecting Ourselves and Others

Teachers may also wish to teach lessons on wider non-statutory topics grouped under the heading Living in the Wider World, including Belonging to a Community, Media Literacy and Digital Resilience, and Money and Work.

## **5. Knowledge selection**

This programme supports schools to provide a comprehensive programme that integrates, but is not limited to, the personal, social and emotional development area of learning. Curriculum coverage also extends to economic wellbeing, careers and enterprise education. This allows the needs of all children and young people to be met alongside tackling current affairs in real time. This is because unlike many other subjects, much of the specific knowledge taught in this subject can change because of legal changes and medical or technological advances. It is therefore important to ensure that all information used to develop pupils' knowledge on any aspect of RHE is up to date, accurate, unbiased and balanced.

## **6. Inclusive and ambitious**

The curriculum is differentiated by ensuring all necessary components build appropriately towards composite pieces of work. The use of WAGOLLs (What a good one looks like) demystify the destination in any given lesson – often through colour coding and modelling. This enables the teacher to think aloud and model the success criteria.

## **7. Building through ratio**

Given the limitations of online/remote learning, planning for error and misconception is key to strengthening existing schemata. This corrects or diversifies the connections of an existing schema, thereby helping pupils know more and remember more. It also ensures that new knowledge is broken down, applied and secured in the long term memory before moving on. Having consistent methods of instruction and spaced practice help pupils to focus on what matters most. The use of the pause at the point of asking probing questions is effective, especially given the limitations of gaining pupil feedback. This enables the teacher to build in space to respond in a range of ways considering different abilities.



## 8. Motivation through learning

The teacher motivates pupils through aligning both the statutory disciplinary knowledge with well-designed tasks that demonstrate their understanding. We aim to use a broad range of assessment for learning techniques including questioning to address common misconceptions, to drive pupil learning. Introductory quizzes that increase in difficulty give pupils early success in a lesson. Further, WAGOLs and explicit modelling allow pupils to visualise what success looks like at a granular level, increasing the probability of success for pupils. These combine to increase pupil curiosity and motivation.

## 9. A curriculum of quality

The curriculum meets statutory requirements and includes some non-statutory elements. It is broad and balanced and contains a golden thread throughout each unit of work, where the teacher can explicitly show how each lesson is connected. This also provides the teacher with opportunity to draw out other qualities such as leadership and empathy. The golden thread helps pupils to deepen and retain their knowledge, skills and understanding. Rigour is achieved by ensuring that the content is accurate and demanding for pupils and is modelled and sequenced to promote effective learning. The teacher does this through modelling with clearly modelled outcomes and success criteria and in doing so, creates the roadmap for success in an explicit and stepped manner.

## 10. Safe navigation through the curriculum

Units that include topics that could be sensitive, especially given the challenges COVID-19 has posed, have been prefaced with a note and recommendation for a parent or carer to support during those lessons. Schools must ensure vulnerabilities within their respective contexts are identified and support provided as appropriate. For Oak, these are clearly labelled in the lesson introduction.

## 11. Unit prior knowledge requirements

### Unit

New beginnings

### Prior knowledge required

To know that we all experience different feelings. A basic understanding of friendship.

Staying safe

A basic understanding of danger and keeping safe.

Food glorious food

To have a basic understanding of diet and different types of food.

Squeaky clean

To have an understanding of basic personal hygiene and the importance of a clean environment.

Circle of love and Circle of trust

A basic understanding of what love and trust mean.

Circle of life

To know that not everything lives forever, and that death is part of life.

A New Normal

To know how we have become a nation that has to live differently to prior Covid-19

## 12. Themes across the curriculum

### Theme: Families and safe relationships (relationships)

#### Unit title

#### Lesson title

Unit 1 - New Beginnings

I love you for you

Unit 4 - Circle of love

Who is in your family?

Unit 4 - Circle of love

Different families

Circle of love

Love for pets



Unit 5 - Circle of trust

Wider world

Unit 7 - Same and different

Home is where your hat is



## **Theme: Safe Relationships (relationships)**

### **Unit title**

### **Lesson title**

Unit 1 - New Beginnings

Starting school

## **Theme: Respecting Ourselves and Others (relationships)**

### **Unit title**

### **Lesson title**

Unit 1 - New Beginnings

I give what I expect in return

Unit 4 - Circle of love

Different Families

Unit 7 - Same and different

The human race

Unit 7 - Same and different

Festival fun

Unit 7 - Same and different

Dress to impress

Unit 7 - Same and different

Languages of the world

Unit 7 - Same and different

Food across the globe

Unit 7 - Same and different

Religion is hope



## **Theme: Belonging to a Community (Living in the Wider World)**

### **Unit title**

### **Lesson title**

Unit 4 - Circle of love

Different families

Unit 5 - Circle of trust

My caring community

Unit 5 - Circle of trust

Community heroes

Unit 5 - Circle of trust

Wider world

Unit 7 - Same and different

Festival fun

Unit 7 - Same and different

Dress to impress

Unit 7 - Same and different

Languages of the world

Unit 7 - Same and different

Food across the globe

Unit 8 - A New Normal

Lockdown heroes

## **Theme: Physical Health and Mental Wellbeing (Health and Wellbeing)**

### **Unit title**

### **Lesson title**

Unit 1 - New Beginnings

Starting school

Unit 1 - New Beginnings

Following rules

Unit 1 - New Beginnings

A problem shared is a problem halved

Unit 3 - Squeaky clean

Squeaky clean

Unit 3 - Squeaky clean

Singing a song of soap

Unit 3 - Squeaky clean

Hidden germs

Unit 3 - Squeaky clean

Brush your teeth

Unit 3 - Squeaky clean

Flush and wash

Unit 3 - Squeaky clean

Germ invasion

Unit 6 - Circle of life

The circle of life

Unit 6 - Circle of life

I'll always be with you

Unit 7 - Same and different

Food across the globe

Unit 8 - A New Normal

Healthy Hugs

Unit 8 - A New Normal

We're part of the same pond

Unit 8 - A New Normal

Glitter Germs



Unit 8 - A New Normal

Games Apart



Unit 8 - A New Normal

Super Juice

### **Theme: Growing and changing (Health and Wellbeing)**

#### **Unit title**

#### **Lesson title**

Unit 6 - Circle of life

My growing journey

Unit 6 - Circle of life

Let's roll with the changes

### **Theme: Keeping Safe (Health and Wellbeing)**

#### **Unit title**

#### **Lesson title**

Unit 2 - Staying safe

Stranger danger

Unit 2 - Staying safe

D is for danger online

Unit 2 - Staying safe

Make my home my castle

Unit 2 - Staying safe

Fire burns!

Unit 2 - Staying safe

Stop. Look. Listen